

## Pupil premium strategy statement – Sinai Jewish Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	644
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gemma Cowen
Pupil premium lead	Gemma Cowen
Governor / Trustee lead	Deborah Azagury- Slattery

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39960

## Part A: Pupil premium strategy plan

### Statement of intent

*This strategy plan aims to remove barriers for disadvantaged children, ensuring that they receive the academic, extracurricular, and emotional support needed to succeed. By narrowing achievement gaps, providing equal access to enrichment, improving attendance, and addressing SEMH needs, we can support the holistic development of every disadvantaged pupil in our school.*

- *Eliminate barriers to learning caused by poverty, family circumstances, or background*
- *Reduce the achievement gap between disadvantaged pupils and their more advantaged peers*
- *Ensure all pupils are proficient in reading and writing, enabling them to engage fully with the curriculum*
- *Build confidence in pupils' communication skills across various settings*
- *Help pupils manage their social and emotional wellbeing and develop resilience*
- *Offer diverse opportunities that broaden their knowledge of the world and prepare them for their next stage of learning*

*We plan to achieve this by:*

- *Offering all teachers high-quality professional development to ensure effective teaching for all pupils*
- *Providing targeted interventions to address learning gaps swiftly, including small group work and one-on-one tutoring*
- *Allocating resources to ensure all pupils have access to trips, residential programs, and hands-on learning experiences*
- *Creating opportunities for pupils to participate in enrichment activities such as art, sports, and music*
- *Supporting pupils' emotional and social development*
- *Ensuring all children are fully equipped and prepared for learning.*

*This list is not exhaustive, and strategies will evolve based on individual needs.*

*Key Principles:*

*We will ensure that high-quality teaching, learning, and assessment meet the needs of all pupils through rigorous data analysis. Class teachers will implement specific interventions, reviewed at least termly. In addition to academic support, we will provide high-quality care for pupils with social, emotional, or mental health needs, delivered by trained professionals.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrow the Gap in Writing Achievement
2	Access to Curriculum Enrichment
3	Improve Attendance and Reduce Persistent Absenteeism
4	Provide Social, Emotional, and Mental Health (SEMH) Support

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the achievement gap in writing between the whole school cohort and PP children to less than 10 percentage points at Age-Related Expectations (ARE), and less than 8 percentage points at Greater Depth.	<p><b>Writing Progress:</b> More PP children make expected progress in writing by the end of the academic year.</p> <p><b>Achievement Gap Reduction:</b> The gap between PP children and their peers in writing at ARE is reduced to less than 10 percentage points, and at Greater Depth to less than 8 percentage points.</p> <p><b>Improved Writing Skills:</b> An increase in the percentage of PP children achieving age-related expectations in core writing skills such as sentence structure, vocabulary, and handwriting.</p> <p><b>Engagement:</b> PP children actively participate in cross-curricular writing opportunities, as reflected in teacher observations and assessments.</p>
Ensure all disadvantaged children have access to at least one extracurricular club and all trips within the academic year.	<p><b>Extracurricular Participation:</b> 100% of disadvantaged children participate in at least one extracurricular club throughout the academic year.</p> <p><b>Trip Attendance:</b> All PP children attend at least one educational or enrichment trip, with 90% attending more than one trip.</p>

	<p><b>Financial Barriers Removed:</b> Use of pupil premium funding ensures that no PP child misses out on extracurricular activities or trips due to financial constraints.</p> <p><b>External Partnerships:</b> External partners (e.g., United Synagogue, professionals) are engaged throughout the year to offer support for PP children.</p> <p><b>Student Feedback:</b> PP children report increased engagement and personal growth through extracurricular activities, measured through surveys or feedback.</p>
<p>Ensure no pupil's attendance drops below 90%, and increase the percentage of children above 95% attendance to at least 65%</p>	<p><b>Attendance Rate Improvement:</b> The percentage of PP children with attendance above 95% increases to at least 65%.</p> <p><b>Absenteeism Reduction:</b> The percentage of PP children with attendance below 90% is reduced to less than 5%.</p> <p><b>Timely Intervention:</b> 100% of families with attendance concerns receive early intervention and support, as tracked by the attendance officer.</p> <p><b>Incentive Program Participation:</b> PP children benefit from attendance rewards, showing increased motivation to attend school.</p> <p><b>Engagement and Wellbeing:</b> PP children feel a sense of belonging at school, as reflected in pupil surveys and teacher observations of participation in school activities.</p>
<p>Ensure 100% of disadvantaged children who require SEMH support are provided with access to therapeutic services.</p>	<p><b>SEMH Support Access:</b> 100% of PP children identified as needing SEMH support receive targeted interventions (either in-house or through external agencies).</p> <p><b>Improved Wellbeing:</b> PP children show measurable improvements in wellbeing</p> <p><b>Staff Training:</b> 100% of relevant staff are trained to identify and support SEMH needs in disadvantaged children, with increased awareness of early signs.</p> <p><b>Safe Spaces and Support:</b> Safe spaces are accessible by disadvantaged children to seek emotional support.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Differentiated Teaching	Implement targeted interventions, small group work, and one-to-one tutoring sessions for disadvantaged children who are falling behind in writing. Train teachers in effective scaffolding strategies to provide tailored support for PP children in the classroom.	1
Writing Skills Development	Embed the school-wide approach to writing, with a focus on building basic skills such as sentence structure, vocabulary, and handwriting. Encourage high expectations in cross-curricular writing opportunities supporting engagement in various contexts.	1
Progress Monitoring	Regularly assess the writing progress of disadvantaged pupils through formative assessments and adjust strategies as needed. Use data to track gaps between PP and non-PP children and adjust teaching plans accordingly.	1

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly data analysis tracks progress of disadvantaged children and appropriate and timely interventions are put into place.	Having analysed school data, individual children have been identified that need additional support where gaps could be effectively addressed through small group support.  Tuition targeted at specific needs to support low attaining pupils or those falling behind.	1,3

<p>Small group interventions in place to support identified children</p> <p>Pupil Premium lead regularly meet with SENdCo and class teachers of PP children to identify additional needs</p>	<p>EEF Guide 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind... Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching'</p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Club Opportunities	Identify and promote a wide range of extracurricular clubs that appeal to a variety of interests (e.g., sports, arts, drama, science, music) and ensure they are accessible to all pupils, especially PP children. Use pupil premium funding to remove financial barriers for disadvantaged pupils (e.g., paying for club fees, transport, or materials)	2
Subsidised School Trips	Ensure that all educational and enrichment trips (e.g., museums, historical sites, outdoor education) are subsidised or free for disadvantaged children. Prioritise PP children for participation in trips and activities that enhance learning experiences and broaden their horizons. Partnerships with External Providers: Partner with local organisations, charities, and community groups to offer additional enrichment opportunities (e.g., mentoring, workshops, sports events). Encourage guest speakers and local professionals to engage with students and provide real-world connections to their learning.	1,2
Attendance Monitoring and Early Intervention	Continue with the robust attendance monitoring system, tracking both individual and group attendance patterns. Dedicated attendance officer to contact families of PP children with attendance concerns and intervene early with personalised support (e.g., home visits, meetings with parents).	1,3

Incentives and Rewards	Introduce an attendance reward system that recognises and celebrates improvements and sustained attendance for all pupils, with specific recognition for PP children. Offer non-financial incentives such as extra playtime, certificates, or class celebrations.	3
Targeted Support for Families	Provide additional support for families facing barriers to regular school attendance (e.g., transportation, health issues). Use pupil premium funding to provide resources or services that help reduce external factors influencing attendance, such as breakfast clubs.	3
Wellbeing and Engagement	Ensure that all pupils, especially PP children, feel a sense of belonging at school by fostering a supportive and engaging learning environment. Use pupil voice and surveys to identify any reasons why children may be reluctant to attend school and address these concerns directly.	1,2,3
Identifying SEMH Need Early	Implement regular screening and observation tools for identifying children who require SEMH support. Provide staff with training to recognise early signs of SEMH issues and refer students to appropriate services.	4
Therapeutic Services Access	Develop partnerships with external agencies (e.g., Child and Adolescent Mental Health Services, local counseling services) to provide specialist support for PP children. Provide in-house support, such as school counselors or designated pastoral staff, for targeted SEMH interventions (e.g., individual therapy sessions, group workshops).	4
Holistic Wellbeing Programs	Introduce whole-school approaches to mental health, such as mindfulness, emotional literacy, and resilience-building programs, with a particular focus on disadvantaged children. Create safe spaces within school for pupils to seek support when needed.	1,2,3,4

**Total budgeted cost: £39,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Sinai Jewish Primary School the following provisions were put into place to support Disadvantaged pupils:

- Increased focus on Wellbeing support
- Payment of school trips and in school experiences
- Purchasing of school uniform, equipment and resources to support learning
- Chromebooks for all PP children
- Increase parent engagement through ongoing communication
- More children engaged in extracurricular activities such as sports, chess and guitar lessons, paid for through PP funding
- Workbooks sent home to allow families to continue to support in specific areas of need
- Food packages supplied to those families who need

#### *Progress towards outcome 1 - Narrow the Gap in Writing Achievement*

To reduce the achievement gap in writing between the whole school cohort and PP children to less than 10 percentage points at Age-Related Expectations (ARE), and less than 8 percentage points at Greater Depth.

The current gap is 22.7% in writing at EXS and 8.9% at GDS across the whole school but KS2 performance data showed that 71% of pupil premium children met the expected standard in writing.

-Teachers ensured that PP children are part of focus groups in class and in intervention groups where required - this must continue along with additional pre teaching, word mats and identification of key grammatical errors.

-Chromebooks available for all PP children to support them. This particularly helps those who found writing more challenging as they were able to get their ideas written for longer pieces of writing.

-Opportunities from cross curricular writing with high expectations from teachers across all areas of the curriculum

#### *Progress towards outcome 2 - Access to Curriculum Enrichment*

Ensure all disadvantaged children have access to at least one extracurricular club and all trips within the academic year.

-All pupil premium children have been offered to attend a club or music lessons across the year. 91% of pupil premium children took advantage of this offer.

-All children attended trips as the cost was covered by the school.

-Children offered 25% discount on residential trips

-Continue to encourage remaining children to take part in a club throughout the course of the year

*Progress towards outcome 3 - Improve Attendance and Reduce Persistent Absenteeism*

Ensure no pupil's attendance drops below 90%, and increase the percentage of children above 95% attendance to at least 65%

-88% of pupil premium children had attendance above 90% for the academic year 24-25

-50% of pupil premium children had attendance above 95% for the academic year 24-25

- continue to work with attendance office to improve the attendance of the absent children, offering rewards.

-support offered e.g. breakfast club and after school club to help get children to school

*Progress towards outcome 4 - Provide Social, Emotional, and Mental Health (SEMH) Support*

Ensure 100% of disadvantaged children who require SEMH support are provided with access to therapeutic services.

-All pupil premium children considered first when determining attendance of therapeutic services

Children attended:

Unlocking Potential - 3

Therapy dog - 4

Wizard Theatre - 4

Lego club - 2

-43% of Pupil Premium children had their wellbeing supported. Some children had 2 or more interventions across the year. All children who needed support were provided with something. Children continue to be added to the waiting list for therapy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Therapy	Unlocking Potential
Social and emotional support	Wizard Theatre

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*